



AGGRESSIVE BEHAVIOUR OF ADOLESCENTS IN BIRBHUM DISTRICT, INDIA

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ABSTRACT

Aggression has been generally known as behaviours that are intended to hurt self or harm others. It is difficult for the aggressive children to initiate and support the formation of high quality peer relationships during early developmental periods i.e., adolescence which may lead to social exclusion and eventually loneliness. The objectives of this study were to prepare a profile on aggressive behaviour of adolescents with regard to gender variation and locale variation that is occurring among school students of Birbhum district, India. 'The Aggression Questionnaire' ($\alpha = .93$) by A.H. Buss & M.P. Perry (1992) was used for collecting data from a random sample of 230 students (137 boys and 93 girls) of class VIII and IX from both rural and urban area. This standardized tool is meant for measuring four dimensions of aggressive behaviour. Statistical techniques such as mean, standard deviation and t-test were applied for analysis of data. The results revealed that there is significant influence of locality of the school on the aggressive behaviour of school students of Birbhum District, India. However, there is no significant difference of aggression among male and female students.

KEYWORDS: Aggression, Aggressive Behaviour, Adolescent, Birbhum District, India.

INTRODUCTION:

In India adolescents (according to World Health Organization, the age group is 10-19 years) comprise of one fifth (21.4%) of the total population. Adolescence is usually stormy transition period from physical, psychological and behavioural perspective. Rapid industrialization, urbanization, modern life style as well as breaking up of joint family system have negatively influenced adolescents' mental health and consecutively aggressive behavioral problems are on the rise. According to Sigmund Freud, "The tendency of aggression is an innate, independent, instinctual disposition in man... it constitutes the most powerful obstacle to culture." Psychologist say, aggression refers to behavior between members of the same species that is intended to cause humiliation, pain, or harm, anti-social behavior, depression, anxiety, dissociation, and other trauma-related symptoms as well as problems in emotion regulation. According to Sociologists, many people view aggressive behavior as social outcasts. The human's aggression depends on factors such as culture, morals, and social situations. Various childhood aggressive behaviour including delinquency, conduct problems, poor adjustment, and academic difficulties (poor grades, suspension, expulsion, and dropping out of school) are vital problems for educators and parents now-a-days. Aggressive behaviours commonly found in classroom are as follows: bullying (both physically and verbally), threatening, spreading rumors, arguing, striking back in anger, stealing, vandalism, assault, and substance abuse, hostility and negativism etc.

Aggression has been generally known as behaviours that are intended to hurt self or harm others. Children that display aggression are often rejected by their peers, it is difficult for them to initiate and support the formation of high quality peer relationships during early developmental periods which may lead to social exclusion and eventually loneliness. In middle childhood and early adolescence these behaviours may be associated with serious symptoms of psychopathology (e.g., ADHD) and personality pathology. Adolescents are the future citizens of nation. Adolescents' health play an important role in building the nation's all over development. It is necessary to understand fully how aggressive behaviour in a child may produce risk for adaptive developmental trajectories. In this connection the present study was to prepare a profile on aggressive behaviour of adolescents with regard to gender variation and locale variation.

Regarding this, various literatures and review papers of the country as well as abroad were studied by the investigator. The major findings of the most related literatures of the present study are being discussed. Check et al. (1985), Srivastava (1988) and Dinesh (2013) opined that boys were higher on aggression scores than girls and also admitted that neither academic nor non-academic performance contributed in any way to aggression either independently or in combination. Saini and Singh (2008) found that male adolescents were found to be more relationally aggressive specifically in romantic relationship. Whereas, Dutt, et al. (2013) and Shaikh, et al. (2014) concluded that aggressive behavior was common among both male and female adolescents, starting as direct physical aggression (more among boys) and gradually changing to more of verbal and then to indirect and passive aggression (starting earlier in girls). On the other hand, Crick and Grotpeter (1995) came with complete different opinion that girls were significantly more aggressive than were boys. Dinesh (2013) found more that aggression has some significant correlation with age, and number of close friends, type

of role model and residence of the students. So the investigator decided to take up the problem as any research in Birbhum circle has not done before. Hence the following research objectives were taken into consideration:

- To prepare a profile of aggressive behaviour of secondary adolescent school children according to gender variation.
- To prepare a profile of aggressive behaviour of secondary adolescent school children according to locale variation.

The investigator had drawn samples randomly from a definite examining body system which has never been explored before by any previous worker from this perspective, i.e., Birbhum district of the state West Bengal, India.

MATERIALS AND METHODS:

As per research objective stated above, the following null hypotheses had been formulated:

- H_{01} There does not exist any significant differences in mean scores of Aggressive Behaviour of adolescents due to gender variation.
- H_{02} There does not exist any significant difference in mean scores of Aggressive Behaviour of adolescents due to locale variation.

Present study was to assess comparatively the aggressive behaviour of male and female as well as rural and urban adolescent school students. Hence gender of students and locale of school worked as independent variable and aggressive behaviour was dependent variable. This is a descriptive research. Among all the techniques of descriptive research method, normative survey was applied here to collect the sample from government aided schools (of both types- rural and urban) of Birbhum District of West Bengal, India. The sample comprises of 230 students (137 boys and 93 girls) of class VIII and IX, which is selected using simple random sampling procedure. Ex-post facto research design was followed. 'The Aggression Questionnaire' ($\alpha = .93$) by A.H. Buss & M.P. Perry (1992), collected by the investigator, was used to study the aggressive behaviour in relation to certain variables. This is a 29-item questionnaire that asks participants to indicate how much they believe items are characteristic of them on a 1 (not at all characteristic of me) to 7 (extremely characteristic of me) rating scale. This scale contains four subscales. The first is the physical aggression subscale that has nine items ($\alpha = .87$). The second subscale is the verbal aggression subscale, which consists of five items ($\alpha = .87$). The third subscale is the anger subscale, which consists of seven items ($\alpha = .82$). The final subscale is the hostility subscale, which consists of eight items ($\alpha = .89$). It is a Likert type (7- point) scale. 'The Aggression Questionnaire' booklet was administered on the respondent/ students as per the prescribed norms and conditions. To ensure proper administration of the tool, some precautions, like well ventilation, good sitting arrangement, undisturbed classroom situation etc were taken by the investigator. At first, the students were instructed with necessary information and the investigator puzzled out their doubts. The answer scripts, duly filled by the respondents (students), were collected all at a time. Then they were scored as per the scale manual. Certain items were forward scored while others were reverse scored such that higher scores

indicate higher levels of aggression, and then summed. A data sheet was prepared from the array of the scores by grouping the students into different categories-gender and locale. As per the objectives and hypotheses stated, the scores of the students in relation to all the variables were analyzed.

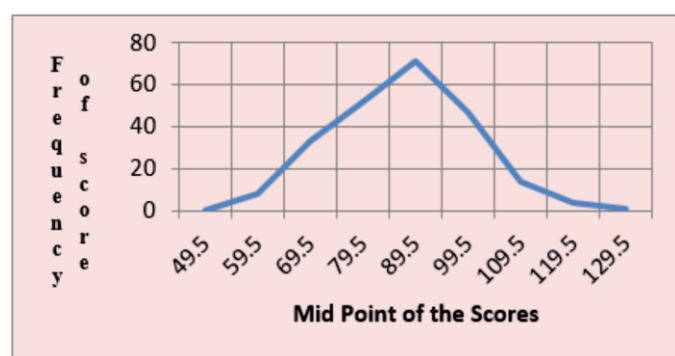
The delimitations of the study are many due to time constraints and paucity of funds, such as- small sample number, restricted area of application and limited components of the tool.

RESULTS AND DISCUSSION:

The main objective of the present investigation is to determine the relative contribution of the predicting variable (aggression) on the criterion variable (gender of the students and locale of the school). Keeping the above purpose in view, the investigator is going to discuss the quantitative aspect under two sub headings: descriptive analysis and inferential analysis.

1.1 Descriptive analysis of the data

The descriptive analysis of the score obtained from the administered questionnaire depicted that mean= 87.24, median= 87.6, mode= 88.32, standard deviation= 12.86, skewness= -1.25 and kurtosis= 0.269. The facial expression of the data denotes that the distribution curve seems to be not normal but approaching to its normal form, negatively skewed and platykurtic in nature. This may be due to sampling error caused from various delimitation of the study. A frequency polygon was plotted from the obtained data.



Inferential analysis of the data

From descriptive analysis, the investigator found that there were variations in the mean score of different sub samples in comparison of the mean score of total sample on aggression among male and female as well as rural and urban school students. Therefore the inferential analysis of the sub samples was done to test the significant difference between the means. The investigator used t- test to test the hypotheses.

Table 1 : Summarization of significant difference between mean scores of different sub- samples in Aggressive behaviour.

Variations	Sub-samples	No. of Samples	Mean	Standard deviation	M1-M2	't'	Remarks
Class of study 1	Male	137	88.39	12.64	0.96	0.545	Not significant
	Female	93	87.43	13.39			
Class of study 2	Rural	110	90.05	12.62	6.01	3.62	Significant
	Urban	120	84.04	12.19			

Hypothesis testing:

H₀₁ There does not exist any significant differences in mean scores of Aggressive Behaviour of adolescents due to gender variation.

Interpretation: The result shows that 't' ratio in aggressive behaviour between male and female students was found to be 0.545 from the combined table, which was not significant at 0.05 level of significance, as it was much lesser than the critical value. The critical value of 't' at 227 degrees of freedom is 1.97 (Garret, Table no.-D, P-461). Hence, the null hypothesis was accepted. Both the male and female students were equally aggressive in this case.

H₀₂ There does not exist any significant difference in mean scores of Aggressive Behaviour of adolescents due to locale variation.

Interpretation: The result shows that 't' ratio in aggressive behaviour between rural and urban students was found to be 3.62 from the combined table, which was significant at 0.01 level of significance, as it was much higher than the critical value. The critical value of 't' at 227 degrees of freedom is 2.60 (Garret, Table no.-D, P-461). Hence, the null hypothesis was rejected. Mean scores show that rural adolescents are more aggressive than urban adolescents.

CONCLUSIONS:

The investigation done by Dutt, *et al.* (2013) and Shaikh, *et al.* (2014), provided the fact that aggressive behavior was common among both male and female adolescents. As H₀₁ is seen to be not significant, it can be said that the result obtained by the investigator, is in accordance with the previous study. From the studies done by Dinesh (2013) found more that aggression has some significant correlation with age, and number of close friends, type of role model and residence of the students. As H₀₂ is seen to be significant, rural adolescents are more aggressive than urban adolescents. So this is also in accordance with the previous study. But the studies done by Check *et al.* (1985), Srivastava (1988), Dinesh (2013), Crick and Grotpeter (2012) went against this inference.

The investigator found that though the scores obtained from the administered tool (i.e., 'The Aggression Questionnaire' by the A.H. Buss & M.P. Perry) in both rural and urban schools of Birbhum District, is not equally distributed but they seem to be approaching near the normal form and claimed that the deviation appeared due to sampling error. Again it can be concluded that male and female adolescents were equally aggressive in Birbhum District but the rural adolescents of the district were more aggressive than that of urban adolescents.

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